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Education Convention

Proceedings of the Education Convention

Philadelphia

1835

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PROCEEDINGS

OF THE

EDUCATION CONVENTION,

HELD AT WEST CHESTER,

AUGUST 18th, 1835:

308
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Box 735

WITH

AN ADDRESS

FROM THE

PENNSYLVANIA LYCEUM,

ORGANIZED AT THE MEETING,

TO THE CITIZENS OF THE STATE.

Philadelphia:
WILLIAM BROWN, PRINTER.
.....
1835.

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PROCEEDINGS

OF AN

EDUCATION CONVENTION,

FOR ORGANIZING A

STATE LYCEUM.

In accordance with a proposal from the "LYCEUM OF TEACHERS, in Philadelphia, a Convention of the friends of Education met in the Court House at West Chester, on the 18th of August, at 2 o'clock, P. M. JOHN BECK, of Lancaster county, was called to the Chair, and John Simmons, of Philadelphia, appointed Secretary.

The following gentlemen appeared, and were enrolled as members of the Convention.

From the "Chester County Cabinet of Natural Science"—Dr. Wm. Darlington, Joshua Hoopes, Dr. Wilmer Worthington and John Rutter.

Delegates appointed by a Meeting of the Citizens of West Chester—Francis James, Wm. Williamson, Dr. J. B. Brinton, Thomas S. Bell, Ziba Pyle, Dr. Isaac Thomas, Townsend Haines, John W. Townsend, and Henry Fleming.

Mechanicsburg Mutual Improvement Society—J. D. Rupp, and G. Bobb.

School Directors of East Caln—Joshua Hunt, Charles Downing.

Bucks County Education Society and Newton Lyceum—Lemuel H. Parsons, James Kelley, and Wm. H. Johnson.

York Association of Teachers—E. F. Bleck.

York Lyceum—D. B. Prince.

West Bradford Boarding School—Cheney Hannum, and Jonathan Gause.

Young Gentlemen's Institution at Litz, Lancaster County—John Beck.

Montgomery County Cabinet of Science—Jonathan Roberts, Maurice Richardson, and Allen W. Corson.

Philadelphia Lyceum of Teachers—Dr. J. M. Keagy, N. Dodge, Josiah Holbrook, J. H. Brown, Victor Value, and John Simmons.

East Bradford Boarding School—Joseph C. Strode.

Pennsylvania Association of Monitorial Teachers—Dr. Wright, Thomas Eastman, and J. M. Coleman.

VOLUNTEER DELEGATES:

Philadelphia—N. B. Blackwood, E. Neville, R. W. Cushman, T. D. James, D. R. Ashton, Wm. Jacobs, J. D. Griscom,
Alexander Maitland, East Caln, Chester county.
Wm. Hough, Hatborough, Montgomery county.
Samuel Tyson, Abington, do.
James Quinter, Lumberville, do.
Thomas F. Pim, Downington.
Dr. Edwin Fussell, Kennett Square.
Dr. S. Stebbins, Lionville.
Cyrus H. Jacobs, West Maitland.
Eusebius Townsend, East Bradford.
Dr. Jesse W. Cook, West Chester.
Geo. W. Cole, do.
Isaac Darlington, do.
Simeon Siegfried, do.
Cheney Nields, do.
Charles Hambleton, Upper Oxford.
J. G. Lewis, Frankford, Philadelphia county.
Samuel Lewis, Delaware county.
Joseph Jacobs, do.
Samuel Alsop, Wilmington, Delaware.

The Convention was numerously attended, both by ladies and gentlemen, in addition to those who gave their names as regular members of the Convention.

Letters and communications were read from Theodore Dwight, Jr. of New York, Corresponding Secretary of the National Lyceum, A. Bitner, of Lancaster county, and Samuel Cross, of Harrisburg.

Messrs. Value, Holbrook, Coleman, Brown, Ashton, Beck, and Gause, were appointed a Committee of Arrangements, with instructions to report at 7½ o'clock, P. M.

At the request of the meeting, Mr. Holbrook stated the general objects of the Convention. He said that the leading object of the Convention, so far as he understood it, was to institute a system of measures by which *Educators*, and the friends of Education generally throughout the state, could co-operate with

each other, in this great and common cause. He presented briefly, the *voluntary*, *social*, *mutual* and *practical* character of the Lyceum system, and its peculiar fitness to strengthen the foundation and secure the blessings of all other republican institutions, by affording a convenient medium by which American citizens of both sexes, and of all ages and classes in every section of the Republic, could co-operate with each other in the promotion of intelligence and virtue.

Mr. H. was followed by Mr. Neville, who stated several important advantages which must arise from a general co-operation of teachers and the friends of education generally throughout this state, and the whole American Union.

Mr. N. was followed by Jonathan Gause, who stated several additional objects that might be gained by some plan of co-operation among the friends of American Education and of the American Republic.

Jonathan Roberts expressed his thanks to those who had invited this Convention, and his satisfaction in the interest manifested by the large number of ladies and gentlemen present on the occasion.

Several gentlemen from different sections of the state made interesting and important statements, respecting the condition, facilities and wants of schools and of education generally, in their respective districts, after which the Convention adjourned 'till 7½ o'clock.

The Convention met according to adjournment, when the committee of arrangements reported as follows, that *Jonathan Roberts*, of Montgomery county, be the President of the Convention, *John Beck*, and *J. M. Keagy*, Vice Presidents, and *John Simmons* and *E. F. Bleck* be Secretaries. That the first business be the receiving of answers to questions in the printed Circular published previously to the Convention. Natural history for schools, aided by cabinets, the order of studies, modes of teaching and school discipline were also reported as subjects for the deliberation of the Convention.

The committee also recommended to the Convention the organization of a State Lyceum, with auxiliaries in all the counties, and in the several townships of each, and proposed the following gentlemen as a committee to prepare a constitution for the same, viz:—Dr. Wm. Darlington, Josiah Holbrook, David Townsend, Dr. J. M. Keagy, and W. H. Johnson.

The report was accepted, and the Convention accordingly proceeded to call for the answers to the questions above named. The reports, founded on the queries, both written and oral, furnished many interesting and valuable school statistics from several counties and many townships in the state.

On motion of Dr. Wright, Messrs. Wright, Value, Brown, Dodge, Neville, Beck, Ashton, Holbrook, Keagy, Alden, and Eastman, were appointed a committee to consider the expe-

diency of establishing in Philadelphia or elsewhere, an Academy for the instruction of teachers.

Adjourned till 8 o'clock next morning.

Wednesday, August 19. Convention met according to adjournment, when after the reading of the minutes of the last meeting, the subject of Natural History for Schools was brought to the consideration of the meeting. Joshua Hoopes stated several reasons why Natural History should be made a branch of the most common education. These reasons were illustrated and enforced by exhibiting and describing the botanical features, and the economical character and relations of several plants, but particularly the Cicuta Maculata, or water parsnip.

Mr. Holbrook stated, and enlarged upon two reasons, why Natural History, and Natural Science generally, should be made a branch of instruction in every school of every grade, from the infant school to the college. The first reason was that it hastens the progress of students in other branches, especially the members of the younger and more elementary schools, in the common exercises of spelling, reading, writing, arithmetic, &c. The other reason stated was, that it called into exercise their moral and generous feelings, and protected them from vice and crime. The entire practicability, and great ease of introducing Botany and Geology, especially, into every school in our land were illustrated by a folium, and a few geological specimens exhibited and explained by Mr. H.

Mr. Parsons mentioned several facts and circumstances, coming under his experience and observation, which showed most conclusively and strikingly, the great importance of Natural History and cabinets in schools, for making pupils studious and thorough in the ordinary branches of common school education, also, for developing their kind and generous propensities. Mr. P. spoke also of the importance of apparatus for familiar, practical illustrations, as an essential part of a school cabinet.

Mr. Dodge added several other important reasons, why Natural History and cabinets should be introduced into all our schools, especially those for the most common education.

The question was then taken and passed *unanimously* in the affirmative; viz: that cabinets, consisting of plants, and minerals, and other natural and artificial productions, embracing apparatus and libraries, ought to be furnished to schools and lyceums, throughout the country.

The committee, on the expediency of an Academy for the instruction of teachers, reported that though they deemed the subject one of great importance, it was at present, inexpedient to take any measures for the establishment of such an institution. This report after some discussion was adopted.

Meeting adjourned till 2 o'clock, P. M.

Convention met according to adjournment, when after hearing the minutes read, the committee on the constitution reported a form, which after some discussion and amendment, was adopted as follows:

Constitution of the Pennsylvania Lyceum.

Article 1. This Association shall be called "The Pennsylvania Lyceum."

2. The objects of the Society shall be the advancement of Education throughout the State, especially through the medium of Schools and Lyceums, and to co-operate with Lyceums in other States for the general diffusion of useful knowledge.

3. The members of the Society shall consist of Delegates from the several County Lyceums, and kindred institutions, in the State, each of which shall have a right to send five delegates; but any member of a County Lyceum, or any kindred institution, may participate in the discussions and other exercises of the Society, without having the privilege of voting.

4. The officers of the Lyceum shall be a President, five Vice Presidents, a Recording and a Corresponding Secretary, a Treasurer, and nine Curators, to be appointed by ballot annually. The above named officers shall, together constitute a Board of Managers for the Lyceum, with power to fill their own vacancies.

5. The Lyceum shall hold an annual meeting to receive reports from the several County and other auxiliary Lyceums, upon the objects of their association; to hear discussions, addresses, and lectures; and to devise and adopt measures for introducing an uniform and improved system of Education throughout the State.

6. Special meetings may be called by the President, upon the request of ten or more members, or of a County Lyceum, stating the object of a such call; of which notice shall be given in five or more newspapers in the State, or in such way as may be provided by the by-laws, at least six weeks before said meetings shall be held.

7. All apparatus, books, and specimens belonging to the Lyceum, shall be under the care of the Curators; who shall be the executive committee and general agents of the Society.

8. This Constitution may be altered or amended, at any regular meeting, by a vote of two-thirds, provided the members present shall not be less than fifteen.

BY-LAWS.

ART. 1. The time and place of meeting of the Lyceum shall be fixed at each previous meeting.

2. The rules and orders of the Lyceum shall be in accordance with the parliamentary usages.

A committee for nominating officers, consisting of Messrs. Holbrook, Darlington, Value, Simmons, Rupp, Johnson, and Bleck, were appointed, who immediately retired.

During the absence of the committee, the subjects and order of studies in schools, together with modes of teaching, were discussed by Messrs. Dodge, Keagy, Brown, and James, by whom many new, but enlightened views were expressed and convincingly illustrated, which were corroborated by some lucid and pertinent remarks from the chair.

The committee of nomination reported a ticket, when it was moved and passed, that the election of officers be the first business of the evening session—And the convention adjourned.

At 7½ o'clock, P. M., convention met according to adjournment, when they proceeded to ballot for officers and elected the following gentlemen:

PRESIDENT.

JONATHAN ROBERTS, Montgomery County.

VICE PRESIDENTS.

DR. J. M. KEAGY, Philadelphia.
JOHN BECK, Lancaster County.
JACOB WEAVER, Cumberland.
JOHN H. GORDEN, Bucks.
JONATHAN GAUSE, Chester.

CORRESPONDING SECRETARY.

JOHN SIMMONS, Philadelphia.

RECORDING SECRETARY.

E. F. BLECK, York.

TREASURER.

N. DODGE, Philadelphia.

CURATORS.

VICTOR VALUE, Philadelphia.
J. H. BROWN, Do.
THOMAS D. JAMES, Do.
JOSHUA HOOPES, Chester.
SAMUEL CROSS, Dauphin.
J. D. RUPP, Cumberland.
LEMUEL H. PARSONS, Bucks.
JOHN F. HEY, Carlisle.
N. R. SMITH, Pittsburg.

The "PENNSYLVANIA LYCEUM," being organized, the convention, after passing a vote of thanks to the officers, which had conducted its deliberations, and to the citizens of Westchester, for their politeness and generous accommodations on the occasion, adjourned *sine die.* and the Lyceum immediately commenced operations.

On motion of Mr. Holbrook, it was resolved, that the curators take charge of the contributions, which had been exhibited to the convention for the use of the Lyceum, to be disposed of by them in such a manner, as in their opinion, would most advance the objects of the institution. These contributions consisted of minerals, plants, and books. Twenty-five elementary collections of minerals, consisting of sixty specimens each, were presented by the committee of the Teachers' Lyceum in Philadelphia, collected and prepared under their direction, by several schools in the city. A valuable collection of minerals was contributed by Lemuel H. Parsons, made principally by his pupils: also, a large collection by several citizens of Westchester, aided by several pupils from two or three schools in the vicinity. Small contributions of minerals were made by several other individuals from different parts of the state, and a few from other states.

A small Herbarium, containing an interesting colection of plants, well preserved and scientifically arranged, was presented by William Hartman, another by Ferdinand E. Hayes, a pupil of Joseph C. Strode.

A Folium, or a collection of the leaves of plants, selected, preserved and arranged by the pupils of an elementary school in Philadelphia, was presented as a specimen of juvenile effort and taste; or rather to show the entire fitness of such collections and exercises to amuse and instruct young children, both at *home* and in school.

A large and beautiful collection of green plants, principally or entirely in bloom, were sent in by several citizens of the village, some of which were used for illustrating and enforcing the plans and measures adopted by the Lyceum.

A few volumes of school books, pubiished by Key & Biddle of Philadelphia, were presented to the Lyceum.

A Book of needle-work, consisting of the various elements of plain sewing, with those elements combined and several minature garments completed, the whole very neatly and scientifically arranged, executed in Hannah Smith's school, Philadelphia, afforded much interests and instruction, to the members of the convention generally, especially to the females, among whom were many pupils from schools in the vicinity, who expressed an intention to form similar "*books,*" for their own improvement and the satisfaction of their friends. ***What a beautiful and useful medium of exchange between ladies' schools in different parts of our***

country, and even those of other countries, such specimens would form!

Lyceum adjourned till 8 o'colck, To-morrow morning.

Thursday Morning, August 20. Lyceum met at 8 o'clock, when after hearing the minutes of the previous meeting, on motion of Mr. Dodge, it was resolved, that, all ladies friendly to the education, he invited to attend the meetings of the Pennsylvania Lyceum, whenever and wherever held.

This resolution elicited many enlightened and spirited remarks from several individuals, designed to present in strong light, the rights, duties and influence of females, and the paramount importance of securing their interest and their efforts in the cause of education, every kind of human improvement, and for the highest elevation and speedy redemption of the human family.

On motion of Mr. Holbrook, the following resolutions, designed to embody the spirit and tenor of the previous deliberations, and some of the leading plans and objects of the Lyceum, after remarks from several individuals, were unanimously adopted:

Resolved, That the cultivation of the generous, benevolent and other moral faculties of children, ought to be considered the foundation work of education, both in schools and families.

Resolved, That the only effectual mode of cultivating the moral faculties is by the practical exercise of them in *acts* of kindness and generosity.

Resolved, That Natural History, or the study of minerals, plants and animals, are peculiarly appropriate as an elementary study for children, and, that it greatly accelerates their progress in spelling, reading, writing, geography, arithmetic, and all other branches usually taught in schools.

Resolved, That Cabinets of Natural and artificial productions for the use of Lyceums, schools and families, collected by young people generally, are eminently calculated to promote useful knowledge, *prevent vice*, and produce elevation of intellectual and moral character, in individuals and nations—and that such cabinets may be easily obtained.

Resolved, That a general system of exchanges in specimens of nature and art, by Schools and Lyceums, in all parts of the country would be well calculated for the diffusion of useful knowledge, for strengthening the bonds of our National Union, and for the promotion of universal education.

Resolved, That practical Geometry, embracing Drawing and Mensuration, is of the first importance as a fundamental branch of *common practical education*, and that it furnishes exercises peculiarly appropriate and agresable to young children.

Resolved, that it is of fundamental importance to secure the influence and aid of females in the promotion of intelligence and

sound morals, and that all ladies ought to be invited to beconme members of Lyceums that are or may be formed throughout the State.

Resolved, That the organization of *County Lyceums* ought to be selected as the first step to be taken towards accomplishing the purposes of the State society, and that township, neighbourhood, school and family Lyceums are appropriate and important objects to be aimed at by said county societies.

Resolved, That it be a prominent and important object of the State Lyceum of Pennsylvania to encourage and aid the furnishing of Schools and Lyceums in counties, townships, neighborhoods, schools, and families, with Cabinets of Natural and artificial productions.

The followiug resolutions were also adopted by the Lyceum.

Resolved, That the Chester County Cabinet of Natural Science," and all similar County institutions which are now organtzed in the State, be requested to act as County Lyceums, and immediately to take such measures towards the formation of district cabinets as they may deem expedient.

Resolved, That the board of officers of this Lyceum be instructed to procure or recommend at their discreetion an Agent or Agents to act in behalf of the Society.

Resolved, That it would be highly gratifying to this Lyceum, if Messrs. J. Holbrook and J. D. Rupp would consent to enter into an engagement with the Ex-Committee to act as agents for the establishment of Lyceums and the promotion of popular education throughout the State, during such time as shall by them be found practicable.

Resolved, That Messrs. Holbrook, Darlington, and Siegfried, in connection with the Secretaries, be a committe to publish the proceedings of this meeting, with an address to the citizens of Pennsylvania.

Resolved, That the first annual meeting of the Lyceum be held at York, on the second Tuesday of August, 1836.

Resolved, That Joshua Hoopes, N. Dodge, J. Simmons, L. H. Parsons, and J. Holbrook, be appointed delegates to attend the annual meeting of the American Lyceum, at New York, in May next.

Resolved, That the cordial thanks of the Lyceum be presented to Mr. Josiah Holbrook, of Boston, for his indefatigable and highly successful efforts, in promoting the cause of Education.

The Lyceum having concluded its business, adjourued to meet at York, on the 2d. Tuesday in August, 1836.

AN ADDRESS

TO THE

CITIZENS OF PENNSYLVANIA.

In compliance with a vote passed by the Pennsylvania Lyceum, at the meeting of its organization, the committee appointed for the purpose, present the subject and claims of education to the citizens of the state. Preliminary to the specific and principal subject and object of the address, it may not be inappropriate to take a mere glance at the condition and wants of American Education generally, in our Republican nation. In doing so, it may be stated that the institutions constituting both the means and subjects of education at present existing in our country, are found in about 60 Colleges, 500 Academies, 3000 Lyceums, 50,000 common schools, and 2,000,000 of families embracing 4000,000 of children, who are proper subjects of school education. To these may be added some 40 or 50 Seminaries, for the specific object of law, medicine, or theology.

This glance presents us with a glimpse, not only of the literary institutions of our nation, but the nation itself; and puts us in the way to examine its condition, its means, its improvements, its wants and its prospects. Many, perhaps most, of the literary institutions referred to above, are of a highly useful character: all, it is believed, are capable of improvement: all, it is believed, may be improved by a system of *voluntary measures* to awaken and enlighten public sentiment, and to call forth *voluntary effort* on the part of the *great mass* of the community on the subject of *self education*, as absolutely essential, whatever may be the provisions made by legislatures, colleges, academies, schools on any other formal arrangements.

The particular object of this address, is to invite the attention of the citizens of Pennsylvania to the Lyceum system; embracing its principles, its objects, plan, operations, results, and prospects.

In stating the fundamental principles on which the Institution of Lyceums in our country founds its operations and its hopes,

it may be remarked, that it is *voluntary, mutual, social, moral, practical*, and of course *republican*, in all its departments, plans and designs.

In its *voluntary* character, it recognizes man as a being, endowed by his Creator, with the power, the right and the duty, of self action, self controul, and self elevation; capable, by the guidance and power of Him who animates, invigorates, and directs all beings, of becoming a blessing to himself and to the great human family, of which he is a member, and of imitating and praising the common Father of us all.

The only force ever contemplated or permitted in the designs of this institution, is the influence of motives; leaving every one, according to his *free choice* to accede to, or decline, any proposal or invitation which may be made to him. Every one, from childhood to grey hairs, who participates in the operations of a Lyceum, in any department or exercise, does so, because he wishes it; not because he is urged, much less compelled. It is founded upon the belief that whenever and wherever God has created a human being, he has furnished him with the powers, and surrounded with materials, for self education and self support, and that he needs only to exert the powers and apply the materials, so liberally furnished at his hands, to answer the high and holy and heavenly designs of his Creator.

The Lyceum is *mutual* in its plans and exercises. It recognizes the principle, that though every individual constitutes a little world within himself, for which he is wholly responsible, he is also responsible to others for the influence he exerts on them; that individuals in every community have the power of doing much good or much evil to each other, and that it is both the duty and the privilege of all, and every individual, to adopt the one, and avoid the other.

Freely ye have received, freely give, is a motto particularly consonant with the spirit and operations of Lyceums, whatever may be their place or their particular objects of pursuit. To a great extent, members of Lyceums are both teachers and learners; under the belief that no one is too old or too learned to increase his knowledge, or too good to improve his heart, and that *every infant* may and ought to be a divine, reproving instructor to most, to all, grey-headed philosophers.

Not only individual members of a village, school, or family Lyceum, but individual Lyceums in families, schools, villages, counties, states and countries, adopt, or may adopt, the *mutual plan* of giving and receiving—of correspondence, exchanges and a general reciprocation of kind offices.

Among the different states and sections of the American Republic, a kind and generous reciprocation of favors of some kind is called for, especially at a time of much mutual jealousy, unkind, angry, and threatening denunciation, by all that is

holy, republican, or human. And why not enter upon an exchange of kind offices, upon a generous and general reciprocation of benevolent, Christian, and republican action, at once? Will any one be injured or endangered by it? Will kind words and generous deeds at the north, produce angry threats and violent acts at the south? If every friend of the north and of the south, of our Republic and of republicanism, of human liberty and humanity, should enter, before the setting of another sun, upon some plan of literary, scientific, or other kindly exchange, would our Republic, would any republican citizen, be endangered or irritated by it? Might it not allay the irritation now disturbing American citizens? Might it not possibly strengthen the foundation of all our republican institutions, and dispel the cloud which now overhangs and threatens republicanism itself, for thousands of years to come, and human liberty to unborn millions.

The Lyceum is pre-eminently a *social* institution. It recognizes the social character of man as one of his earliest, strongest, and most pervading features. It regards social intercourse in the family, at the fire-side and table, in the daily meetings and intercourse of neighbours, and even in the more public meetings of assemblies, in lecture rooms, churches, halls of legislation, in courts of justice, and most unfortunately, in some remaining instances, to prisons, as the most constant and most powerful vehicle of affecting human character and human happiness; sometimes, for good, but often, very often, for evil.

A fundamental point in civil and human arrangements, is, or ought to be, to make social intercourse a good intercourse; an intellectual, moral, christian, republican intercourse; to lead parents, children, brothers, sisters, neighbours, citizens, republicans, and all the members of the human family, so to arrange and manage their social relations, as to exert a good, and avoid a bad influence upon each other, and by that means to confer a rich and an enduring, and not a corroding, withering, fatal inheritance upon posterity.

The *moral* character of the Lyceum system, may be considered the great corner and foundation stone on which the whole building rests, for its perpetuity, and for its usefulness. Though sectarian controversy, is, by common consent, shut out of Lyceum halls, the great moral law of love to God and our neighbour, is acknowledged as the only enduring, and invigorating principle, which can diffuse extensive blessings among communities, or answer the great designs of the institution. It is *practical christianity*, not angry religion, whose name is a contradiction, though it every week, defaces reams of paper otherwise unsoiled, which are scattered upon the wings of the wind, or by the power of steam and the velocity of a

stage coach, into hundreds and thousands of families in every part of our land, not as angels or messengers of peace and good will, but as destroyers of meekness humility, forbearance and christian charity. Christian morals, not theoretical religion; the exercise of kind affections, not unkind disputes, whether we possess them or not; doing as we would be done by, not contending about the manner in which charities should be distributed or reciprocated; avoiding sin by the practice of virtue, not metaphysical discussions of the question how men become sinners; constitute the moral character recognised as *a* fundamental, if not *the* fundamental principle on which rest the operations and hopes of the American Lyceum system.

Lyceums have a *practical* character. They are practical in their origin—they were commenced by thirty or forty farmers and mechanics. They are practical in their designs; they are intended especially, for farmers, mechanics, and other citizens engaged in the practical pursuits of life. They are practical in their operations; they investigate subjects connected with the ordinary daily business of business men. They are practical in their results; they make more enlightened, more skilful, and more moral farmers, mechanics, merchants, seamen, physicians, teachers, and members of every other profession recognized as useful and necessary, for the pecuniary prosperity and the intellectual and moral health and vigour of society.

They are *Republican*. The principles already referred to, constitute the essence, the purity, the hopes, and alone, the hopes, of a republic, and of republicanism.

Object and Plan.

The object and plan of the American institution of Lyceums, may be presented in a three fold view; viz. in relation to its *geographical limits*, the *departments* and *classes* of society, and *subjects of knowledge* to be cultivated.

Its *geographical limits* are those of the union; it embraces in its plan, and nearly in practice, all the states and teritories, and every county, township, neighbourhood and school district, of each. School and neighbourhood Lyceums unite their efforts in township societies and meetings; township Lyceums co-operate with each other at the quarterly meetings of county societies. County Lyceums become auxiliaries to each other by uniting in the state society, at its semi-annual or annual meetings. State Lyceums can send delegates to the annual meetings of the National society, by whom they can partici-

pate in its deliberations, in divising plans and adopting measures, in which Lyceums in all the states, counties, townships, neighbourhood, schools and families, may co-operate with each other, in *mutual good will*, and for the advancement of education, for the highest individual and national prosperty, and for the cause of humanity throughout the world.

In the *departments* and *classes of society*, the plan of the Lyceum is equally extensive; it embraces every deparment and all classes and ages. A general Lyceum in a village or neighbourhood embraces both sexes, every profession and all ages. And besides the meetings in which all participate, ladies, gentlemen, farmers, mechanics, merchants, seamen, apprentices, teachers, lawyers, clergymen, and other pofessions, organize departments, or branch Lyceums, which are conducted in relation to the special interests of their respective pursuits.

Seamen's Lyceums, deserve, perhaps, a special notice; as it is quite evident, that if the ships of our navy, and our merchantmen, could contribute their strength, and improve their opportunities for the general diffusion of knowledge, they might immediately become the carriers of science and materials, and instruments of kindness and peace, as they now are of dry goods, hardware, and the instruments of war and death. And let us indulge for a moment, in a reverie of the imagination, and suppose that the congress of our christian nation, should direct a million, or two millions of dollars to be appropriated annually to the cultivation of a scientific, or some other peaceful christian intercourse, with the nations of Europe and Asia; suppose they should employ naturalists to explore the treasures and the laws of science, as they are developed in the productions and the operations of nature, in the four quarters of the globe, following the example of the French government in sending the elder and younger Michaux to examine the American forests, and other agents to explore the natural riches of other parts of the globe. Suppose that our national congress should invite a christian and friendly intercourse by proposing a reciprocation of christian, friendly offices, and that swords should actually be beaten into plow shares, and spears into pruning hooks, and that our navy ships should unload their instruments of death, to make room for instruments of peace and christian intercourse; would it call upon us the thunders, and the terrors, and the murders of war, from nations to whom the olive branch of peace was thus held out? towards whom the instruments and acts of kindness were employed? Would it endanger our liberty, or our national honour? Let that question be discussed upon the principles of christian or human philosophy, upon any and every principle of human nature, and human happiness, and come to a legitimate decision of the case, and it might be found safe, it might be christian,

it might be for the advancement of human happiness, for the mutual, general, and highest prosperity of every nation and tongue, and people, under the whole heaven, to adopt principles of *christian confidence* and reciprocation, instead of mutual distrust and hostile attitude of defence againt each other.

In the *subjects of Science*, to be cultivated by Lyceums, the limits are evidently those of human knowledge. A branch of science, or any kind of knowledge, which can be cultivated any where, can certainly be cultivated upon the individual, and still better in most cases, upon the mutual, social and practical principles of the Lyceum. If an individual wish to pursue by himself, or in connection with others, the study of the Hebrew, Greek, Latin, French, or any other language; if anatomy, entomology, botany, mineralogy, chemistry, natural philosophy, astronomy, or any other natural science, is the object of his pursuit; if he wishes to pursue a course of reading in biography, history, intellectual or moral philosophy, law, medicine, or theology; if he needs the elements of reading, writing, arithmetic, and geography; if he wishes to learn the application of science to surveying, navigation, architecture, engineering, agriculture, carpentry, dying, tanning, shoemaking, tailoring, household economy or any other art, a connection with a Lyceum would probably bring to his aid some book, or apparatus, or specimen, or teacher, or experiment, or hint, which would afford large returns for the expense of time and money incurred by this connection.

Operations.

The general operations of Lyceums have, in some measure, been anticipated under the preceding heads. The modes of conducting the ordinary exercises of several classes of this institution, will be here added.

Family Lyceums. Families, from their nature, partake more of the character of Lyceums, than any other institutions, hitherto organized in the world; they have much that is voluntary, social and practical, and of course exert a constant and powerful influence upon every individual, and consequently upon the whole, nation. This influence is good or bad, according to the arrangements and circumstances under which they exist. A family may be a tattling Lyceum, or a petty scandal Lyceum; a gossiping Lyceum, a drinking, swearing, or wrangling Lyceum. It may be, and often is, a reading, or intellectual, or a moral and

Christian Lyceum. Parents, a brother and sister, a mother and daughter, a father and son, or the whole united, may under some *regular system*, adopt and pursue a course of mutual improvement, in biography, history, anatomy and physiology, entomology botany, mineralogy, *Christian kindness* and *benevolence*, or any other subject interesting and useful to human beings, or enobling, dignifying and redeeming to human nature.

Few are aware, how much would be accomplished, by devoting, regularly, one hour, or even half-an-hour a week to some subject of human improvement. If it should be done in each of the two millions of American families, it would infallibly produce an intellectual and moral revolution in the character and prospects of our nation, in spite of the national congress, our state legislatures, our courts, our churches, colleges, academies, schools, and all the formal arrangements which ever have been, or ever can be adopted, to *compel* men to be intelligent, honest, kind, benevolent or christian, in their character or deportment towards each other.

To effect this, a family, or two or more individuals of a family, have only to agree upon, and pursue a regular course of reading and collateral exercises upon some subject, and at some hour fixed upon, once, or if they prefer it, twice a week.

School Lyceums. Next to Family Lyceums in importance and ease of conducting and sustaining, are some *voluntary exercises* under the cognizance and aid of the teacher, in schools. Many, and truly animating experiments and results, might be adduced to prove and illustrate this position, but the occasion and space forbid it. It can only be mentioned, that the common plan for organizing and conducting School Lyceums, is for the teacher to aid his pupils in adopting a few simple rules for a constitution, which usually re-quires the payment of a dime on entrance, and a half-dime a month, or a cent a week, afterwards, to be appropriated to apparatus, books, and other facilities for their mutual improvement. The pupils commonly hold weekly meetings in a *Lyceum capacity*, for reading, declaiming, for discussions, essays, contributing or exhibiting any specimens they may have of nature or art, for receiving books from the library, and such other exercises as may incidentally be called for;—the whole to be under the supervision of the teacher—giving to the pupils the privilege of continuing members of the Lyceum after they leave the school.

When out of the Lyceum and school, the members, naturally, and almost of course, devote their leisure hours, and nearly all their *pastime*, which is but too often devoted to mischief, vice or crime, to collecting specimens of nature, or preparing specimens of art, for increasing their Lyceum cabinet, or for sending to a Lyceum in some other school, or township, county, state or nation.

Township and *Village Lyceums*, with the still more general societies, are among the natural and almost necessary results of some regular and efficient arrangement for mutual and *voluntary* improvement, in families and schools. These societies usually hold weekly meetings, for a part of the year at least, for reading, performing experiments with apparatus, conversation, describing specimens collected, lectures, discussions, contributing to the cabinet, taking books from the library, and other collateral and incidental exercises. The terms of membership are usually two dollars annually for adults, one half for children; sometimes but one dollar, sometimes five; at all times of course according to the wishes of the members.

County Lyceums, frequently, perhaps generally, hold their regular meetings quarterly, sometimes semi-annually. They usually combine the principle of representation or delegation from township and school Lyceums, with that of voluntary membership, on the payment of a quarterly or semi-annual fee, of twenty-five or fifty cents, the delegates being members from their appointment, without a fee.

At the quarterly or semi-annual conventions of county Lyceums, contributions or exhibitions are made, of plants, minerals, penmanship, drawings of geometrical and architectural representations, maps, books, mechanism or needle-work, from town, school, or family Lyceums, or from any individual, either for his or her own benefit, or the advancement of the common cause.

Connected with these contributions and exhibitions, are descriptions, illustrations, experiments, lectures, addresses, discussions, and sometimes music by a juvenile concert, or other juvenile exercises, as time and the occasion permit.

Reports of committees are made, upon books, apparatus, plans, objects and measures to be adopted by the Lyceum, formed upon the statements received from the branch societies, of their exercises, improvements, obstacles, facilities, wants and wishes.

Such conventions have frequently produced all the interest, without the evils of a horse-race, or a military muster.

State Lyceums hold annual, or semi-annual meetings, consisting of delegates from county and local societies, together with consulting members, who may attend voluntarily, and participate in the general business and exercises of the meeting; being restricted from voting on the financial and economical proceedings of the Lyceum, and on any other subject, if requested by an appointed delegation.

A prominent object of a State Lyceum is to *collect facts, devise plans*, and *propose measures*, for general co-operation among the various auxiliaries, in counties, townships, schools, and families, each of course retaining the privilege of accepting or declining any measure which may be proposed.

A State Lyceum is only an advisory, though a representative and delegated board of education—to prepare and recommend, but never to enforce—to discover means for every minor society, and every individual, to use for *self* and *mutual improvement.*

Like the county and town Lyceums, it collects inanimate, as well as animate things—the members and attendants take or forward minerals, plants, insects, birds, books, apparatus, drawings, needlework, mechanism, or any specimen of nature or art for distributing, exhibiting, or procuring the name.

As far as it is deemed proper and expedient, State Lyceums co-operate in the objects and measures of the National Society, by sending delegates to consult upon the interests and plans of a liberal and Republican system of *National Education*—of a system of education consonant with the spirit, and fitted to the wants of our republican institutions.

The National Lyceum meets annually on the first or second week in May in New York, or at such other place or places as may hereafter be determined. That society recognizes in its constitution, the delegated and voluntary principle. It provides for appointed and voluntary or consulting members. Each state and territory, together with the district, may send at least three members, with the privilege of sending a delegation, equal in number to one half their members in the national congress. Any friend of education from any part of the Union may attend the meetings, and on invitation by any member, participate in the deliberations and other exercises of the National Society.

All persons attending the meetings of the National Lyceum, whether as appointed or voluntary members, are invited to bring specimens of natural and artificial productions from their respective states or districts of country. Provisions are also made for communications and contributions from societies and individuals in any and every part of the globe. Some of the contributions already made from foreign sources are of a most interesting character. Enough to prove that by the agency and interest of the officers and hands of our "MERCHANTMEN" and "NAVY SHIPS," an intellectual, scientific, and it is hoped a moral and christian intercourse can be established between the Institution of "AMERICAN LYCEUMS" and the whole civilized globe.

If a few delegates or representatives from several other nations should attend the next or some other annual meeting of the American Lyceum, several topics of a most interesting character for the general diffusion of knowledge and a universal reciprocation of kind and *Christian offices* among and by all the members of the great human family, might be discussed and acted upon for the benefit of all—*for the redemption of a fallen race of moral and immortal beings.*

DEPARTMENT AND CLASS LYCEUMS.

Branches or departments of Lyceums have often been formed founded upon the situation or pursuits of the individuals, and also upon the subjects pursued. *Mothers' Lyceums* are among the most useful that have been, or probably can be formed. How could a dozen or twenty ladies, each sustaining the dignified, responsible, and holy office of MOTHER, spend an hour together on the subject involving the temporal and eternal destiny of beings upon whom they had been instrumental in conferring an immortal existence, without mutual benefit to themselves, and some lasting blessing upon those for whom they live, and who have conferred upon them such an endearing relation, such a responsible charge, such a high and holy office.

Teachers' Lyceums have already produced great and important results on the character and usefulness of their schools, and on the character of a profession which is not, in its nature, second to that of medicine, law, divinity, or any which is or can be provided by human arrangements, for diffusing the rich and most enduring blessings, which intellectual and moral beings can enjoy under the designs of their Creator and boundless Benefactor.

If all the teachers in our land should become members of general and specific Lyceums, they would constitute a TEACHER'S SEMINARY 50,000 strong, whose benefits would not be enjoyed for a few weeks or a few months merely, but for the whole time, and for every day they should retain the charge of such arduous and such responsible duties.

Teachers living in the same township, usually meet once a week, when they make known to each other their views and experience on subjects and modes of teaching, consult on school books, give criticisms on each others reading and pronunciation, adopt plans for co-operating with each other in furnishing their schools with apparatus, specimens, libraries, lectures, &c. and for securing the co-operation of parents and other friends of their schools. Those living at a considerable distance hold their meetings monthly.

The quarterly or semi annual Conventions of County Lyceums, are occasions of special interest to teachers, and to their schools, who frequently attend from several miles distant, taking with them specimens of nature and art, especially of their own improvement.

So great have been the benefits of Teachers' Lyceums, that school committees, or controllers, have frequently made it a condition in their engagement, that they become members of them, or in some way avail themselves of their advantages.

Seamen's Lyceums have already been mentioned, but their importance may claim for them another word, and a recom-

mendation to be established in every seaport upon the American coast. By them, co-operating with Lyceums of the citizens generally in the same places, together with those in the country, every society, every school, and every family in the land might be furnished with specimens of natural and artificial productions, found on every spot upon our globe.

The officers, and frequently the hands of American or European vessels, might give, in connection with the specimens they should contribute, most interesting and valuable descriptions of their history and various relations of locality, uses and other attending circumstances.

Schools for young seamen might be connected with seamen's Lyceums under the most favourable circumstances, to be enjoyed at any time and every time they should enter any port where such provisions should exist.

The U. States Naval Lyceum in New York has prospered beyond the most sanguine expectations of its founders and friends during the two or three years it has been in operation, as have similar societies in Boston, Salem and Portland, and perhaps some in other seaports.

The occasion will not permit even a passing notice on Farmer's Lyceums, Mechanics' Lyceums, Merchants', Lawyers', Clergymen's, Young Men's, Young Ladies', Juvenile and other Lyceums founded upon age, sex or pursuit.

The branch or class Lyceums, founded upon the subjects pursued, ought perhaps, to be merely adverted to, viz: Lyceums or classes in Lyceums, for Biography, History, Botany, Greek, French, Spanish or some other language, music, drawing, Mineralogy, Chemistry, Elocution and composition. The book-keeping, architecture, engineering, or some of the numerous other subjects which have already been pursued with great success in Lyceums.

Whatever subject is taken up, and whether by two, or two hundred, all the facilities which can be rendered by the general Lyceum, of which they are a class, whether by books, apparatus, specimens, teachers, or any other means, will of course be done cheerfully and gladly. In many instances, teachers have been procured and paid by village or country Lyceums, for drawing, book-keeping, botany, &c. &c. of far better qualifications and on more reasonable terms than they could have been procured by the individuals wishing for the instruction, or by the class as a body.

How excellent and even necessary is some provision of this kind, to retain and to extend an acquaintance with subjects procured in schools and colleges, which is and must be lost within a short time after the school or college exercises are closed, if the subjects are entirely laid aside. Such evidently is the fact, and such the misfortune and the defect of schools and

colleges. Their pupils obtain from them but little, and do not retain that little long. Some adjunct institutions, of the nature and operations of Lyceums, could not fail, they never do fail, to give to those more formal in their character and more costly in their preparations, a greater abundance of richer and more enduring fruit.

Results.

Awakening public sentiment is uniformly and necessarily an immediate result of Lyceum operations. They not only awaken, but enlighten; nor do they enlighten merely—they direct public sentiment; nor do they direct merely—they sustain the interest they produce. They not only show the wants, the intellectual and moral wants of the community, but furnish the means for supplying them. They point at once to a wide spread desolation, and to the materials and measures for building them up.

Lyceums often produce, and would gladly always produce excitement, but never have they produced a riot, or mob, or insurrection. They never make, and therefore never provoke attack. They never resort to the ignoble employment of demolishing buildings which others have erected, without proposing any thing better, or perhaps any thing at all, in their stead: but they would gladly erect other, and it may be, more commodious buildings, still leaving those who prefer them to inhabit the old ones. The Lyceum system is not a pulling down, but a building up system. It deals more with remedies than diseases; and if the remedy can be applied before the disease is known to the patient, so much the better. It depends very little upon cures, but much upon preventives. It would not excite alarm, but remove danger.

The kind of excitement which is produced, by a system of measures entirely pacific, which bear no badge or mark of hostile array, though general, and frequently intense, is from its nature, that of rejoicing, not of lamentation. It is the excitement of rewards, not of punishment. It believes it to be more respectful to human nature, more politic and more just, to open a field and furnish inducements and means for the vigorous exercise and a conscious growth of the generous and noble propensities of our nature, than to resort to stripes and prisons for repressing or checking those that are ignoble or selfish. It aims at overcoming evil with good, more than at crushing evil as an incentive or protection to good.

Conversation. Whatever produces excitement of any kind, whether good or bad, directs conversation, that exhaustless, ceaseless fountain, both of pleasure and pain—that *great educator* of individuals and nations—at one time the source and the medium of scandal, calumny and angry strifes; at another, at many others, of the kindest sympathies of our nature, of the purest if not the loudest eloquence; the eloquence of feeling, of kindness, of just praise, of well-earned eulogiums.

The effect of a Lyceum meeting, on conversation, whether in a state or county convention, whether in a village, school, or family, is always immediate, and always good. The quarterly meetings of county Lyceums, have often furnished topics, and good topics of conversation, for nearly every individual in the county for weeks, as well as materials for action for months and years. A single lecture on botany or geology, at a county convention of teachers, parents and children, has, in some instances, led to collections of plants or minerals for nearly every school, and to a great portion of the families in the country. A person stepping from a Lyceum Hall into a tavern, by mentioning the subject, or some principle of a lecture, to those who had been conversing over their decanters, and glasses, and wine, and gin, and brandy, has in *an instant* changed their conversation on the qualities and excellencies of alcohol, to a discussion on the advantages of rail-roads, the power of steam, the qualities and the localities of certain minerals or vegetables, or to some other subject of science or improvement in the arts. Young people habitually attending theatres converse habitually upon theatres; but if they incidentally hear some scientific lecture, their conversation, for a few succeeding days is as certain to be on the subject of science, as it is ordinarily on plays, actors, actresses, &c.

Improvement of Schools. What has already been said upon Lyceums of Teachers, and School Lyceums, and the public sentiment which is awakened, enlightened, and directed by them in favour of schools, can leave no doubt of the great importance, indeed the absolute necessity of something of the nature of these *voluntary associations*, to give to the more formal school arrangements their intended results. Lyceums never fail to awaken interest among teachers, parents and children, and they afford both the inducements and the means to unite their hearts and hands for the special benefit of these rising communities.

Libraries. A call for books is almost a necessary consequence of the meeting of a Lyceum. Hence, numerous libraries have been commenced, and many old ones, a long time dormant, have been called into use. Lyceums not only create a desire, but they purify and elevate the taste for reading. It has often been observed, that under the influence of the intellectual and dignified, operations of Lyceums, an immediate change is produced in the character of books taken

from the library. Biography, history, chemistry, botany, astronomy, or some other subject which has reality for one of its features, and which is fitted to real existence, takes the place of tales, romances, and other kinds of fiction, which of course exist only in the imagination, and are fitted only to beings in an imaginary world.

Fiction gives place to truth in the character of reading; the theatre gives place to the Hall of science as a resort both for intelligence and fashion.

Cabinets. Hundreds, and even thousands of cabinets of minerals, plants, and other natural and artificial productions, have resulted from Lyceums within two years past. Sixty family cabinets, of one hundred mineral specimens each, the whole arranged in small cases were the results of a Lyceum in one school. Similar instances are now of almost daily occurrence.

Not merely the elementary cabinets collected by children in families and schools, but large and valuable collections for village, county, and state cabinets, have arisen from the same spirit and efforts. And what prevents a National Museum, or Cabinet, to be collected by and for the American Lyceum, and another, perhaps, by and for the members of the American Congress?

Useful Discoveries. A volume, or many volumes, might be written on the discoveries, both in nature and art, which have been made by Lyceums. They have opened immense resources of wealth in the mineral kingdom, by bringing to light useful substances and suggesting or directing the process of changing them into paints, salts, building materials, or some other articles which find a ready and an abundant market in this and other countries.

Geological Surveys. Lyceums have done much in the first place, by acting on public sentiment, to call for and obtain aid from legislatures in effecting geological surveys; they have rendered efficient aid to those employed by legislatures to effect them, by furnishing specimens at their hands, and when the surveys are completed, they are the first to avail themselves of the information furnished by them in the reports and the specimens for the common benefit of the community.

County Maps. In Massachusetts, every county, and nearly every town (township) has a map, delineating its geographical, topographical, geological and agricultural features, with much relating to its history and general statistics. These are the results of the *voluntary efforts* made by Lyceums and individuals to convince the public of their importance. Before those efforts, many, but fruitless attempts were made to procure a map of the state. Under the omnipotent and well directed power of *enlightened public sentiment*, a map of the geography of the state, another of its geology, and one for each of the fourteen

counties, and more than three hundred towns are nearly if not entirely completed.

Saving Expense. No truth in political economy is more fully established by experience, than that any community or any individual will produce more, and spend or waste less, under an enlightened moral state of society, than the opposite. The expense of one evening at the theatre, at a dancing party, a public dinner, and many other occasions, often cost more than a year's entertainment at a Lyceum. The expense of a dancing school for one quarter, will purchase tickets for a child at a Lyceum for ten years. The one class of amusements destroys industry, the other promotes it.

Amusements. The intellectual and social entertainments furnished at Lyceums are not only cheaper, but they are more agreeable to young people, especially to children, than those that are more expensive and demoralizing in their tendency. When children have their choice, they seldom fail to choose the cheap and elevating, in preference to the costly and degrading.

Extent. The result of Lyceum operations, commenced eight or nine years since, by thirty or forty farmers and mechanics in Millbury, a small village in the central part of Massachusetts, have extended beyond the American republic or the American continent. Institutions of the same name and character are in successful operation in Mexico, South America, the West India Islands, in Africa, Europe, Asia, and the Islands of the Pacific, to an extent and with a success which proves the wisdom and the power of *voluntary action*, and its peculiar fitness to the character, the dignity and the wants of moral agents, and the designs of the moral Governor of the Universe.

Prospects.

If such are the results of the past, how animating are the prospects of the future? If such is the progress made by a few, feeble, insolated efforts at the commencement of operations, how rapid may be the march, under a mature and well-digested system of measures, combined, vigorous, and animated by a certainty of success? by success in sustaining the dignity, in elevating and ennobling the character and securing the freedom, the *intellectual and moral freedom*, of the moral kingdom of God? How simple the means, how easy the effort? How vast, how sublime the work? How delightful, how animating, how exalted the employment? How cheering, how glorious the reward? Who ought, who is willing, who will consent to *de-*

prive himself, both of the employment and the reward? The employment of making himself and those around him better, happier, more worthy of themselves and of their Creator; the reward of conscious purity and dignity; of answering the designs of his creation, and of being a coworker with the author of all beings, the author of all worlds, and the dispenser of all happiness through his boundless Universe.

There is a prospect, and almost a certainty, that in Pennsylvania the plan of Lyceums may be generally and speedily adopted. It must and does meet the views and the wants of her citizens. The institution is so entirely republican in its character, so exactly fitted to their pursuits, and their notions of human rights, so many individuals of spirit, of science, and of patriotism, are to be found in nearly every part of the state, the pecuniary means are so abundant, that they have only to will the thing, and it is done.

The vast mineral resources of Pennsylvania offer strong inducements and great facilities for citizens of every class, and in every section of the state, to enter at once, into measures for effecting the immediate object of the State Lyceum, viz: to furnish a cabinet for every county, township, school, and family in the commonwealth. The work is already so well begun as to be more than half accomplished. Numerous individuals and families, in almost every section of the state, a great number of schools, and some of the youngest or most elementary character, not a small number of townships or villages, and a few counties, are already so well furnished with specimens, as to render farther progress both easy and certain. Provisions are already made in one, if not in two or more counties, for a cabinet in every township and every school, and measures are in progress for the organization of Lyceums to receive and use them.

Let the system once be fully adopted in Pennsylvania, as there is every prospect that it will be, and the other states would immediately follow her example, as most have already entered more or less into its operations. If all the states, and every county, township, and school of each, could unite promptly and vigorously in co-operating with each other in measures so simple, and for an object so good, so republican, so christian, they would soon lay a broad, and deep, and strong foundation for the prosperity and perpetuity of the American Republic, and of Republicanism, which local jealousies could not disturb, which political strifes could not endanger, which aspiring demagogues could not undermine, which would stand unmoved amidst the vicissitudes of time and the revolutions of ages.

Measures.

The measures for putting in operation any and every part of the system of Lyceums, are so simple, and so entirely within the reach and the means of every individual, as to render delay or doubt wholly unnecessary. Numerous individuals and several societies have commenced vigorously in a plan for co-operating with each other, both for their individual benefit and for the cause of education through the state and the whole state. Elementary collections of minerals are already provided for a county Lyceum in every county in this state, and for other states as they may apply, and large numbers for townships and schools.

Selections of books and a few articles of apparatus, fitted for township and school Lyceums are made, forms of constitutions which have been adopted in other places, are published, so as to be easily accessible to all, and it only remains for those who wish to unite in the plan, to agree upon a time and place for commencing operations.

If any individual wishes for the organization of a county Lyceum, he has only to consult with a few of his neighbours, and fix upon a time for inviting a meeting, and, through the medium of one or more newspapers and such other channels as may be at hand, to give notice of the same.

In the mean time, by writing to John Simmons, Philadelphia, he can be furnished with the address on Lyceums, by the late Thomas S. Grimke, of Charleston, S. C., and the address on the same subject, by the Pennsylvania Lyceum, with a set of geological specimens, and many other facilities, as they may be specified. The two addresses, and the minerals just named, will be furnished for the use of any county Lyceum in the state, free of expense, to any person who may apply for the same. For books, and such other instruments as may be needed for county, township or school Lyceums, the Secretary will be able to refer any applicant to such booksellers and others, as will be able to furnish the most appropriate articles to be had.

The necessary steps for organizing a township Lyceum, are still fewer and shorter. If several individuals, suppose they are not more than three or four, who wish to unite, (better three or four hundred) agree to meet at each other's houses, or at any more public or more convenient place, and to adopt some systematic plan of reading and conversation, they are virtually a Lyceum.

If the whole township should unite and erect a building, procure a library, apparatus, specimens of minerals and plants, and provide lecturers, and other modes of instruction fitted to the

various classes and ages, they would have an institution still more worthy the name and objects of a township Lyceum.

A school Lyceum can be organized by any teacher who thinks it expedient to aid his pupils, in adopting a few rules for regulating their exercises, either with or without the payment of money by the members; though a small sum paid, has uniformly been found to give every one, whether male or female, an adult or a child, a greater interest in a Lyceum, besides furnishing the means for a permanent interest and success to the society.

As every family is, from its nature, a Lyceum, either good or bad, little need be said on that subject, except that, in every case, a family can constitute just as good a Lyceum as the several members wish to have it. By collecting a few specimens, and reading regularly an hour or half an hour, one or two days in a week, they will have a good family Lyceum.

It is found to add much to the interest and utility of the quarterly meetings of county Lyceums, to have the pupils as well as the teachers of schools attend them; and to have all, as far as convenient, take specimens of minerals, plants, drawing, or some other production of nature or art.

It is customary and highly important that ladies, especially those engaged or interested in schools, should be members of county Lyceums, as well as those in villages, townships, and neighbourhoods. Parents of children attending schools in charge of females, cannot perhaps do a greater service to their children, than by aiding their teacher in attending such occasions.

Geology and *Geometry*, the latter embracing mensuration and drawing, are recommended by the Pennsylvania Lyceum, as subjects of special and immediate attention in schools and families throughout the state. Both can be promoted by EVERY CHILD; the former, by collecting any specimens he or she may find; the latter, by drawing, either on a slate or paper, or by cutting with scissors or a knife the elementary figures of Geometry, such as squares, oblongs, rhomboids, circles, hexagons, and learning their properties and uses, especially their application to measuring land, boards, cloth, casks, bricks, stone, &c.

Co-operation of Schools. By an arrangement with a large number of schools in Philadelphia, and several other places in this and other states, ten or twelve hundred sets of elementary specimens in Geology and Mineralogy are in a state of forwardness, for the use of County Lyceums, in any or all the states, as they may be requested in behalf of such institutions. Each set will contain from fifty to one hundred specimens, embracing nearly all the minerals which are elementary in the structure of mountains, rocks, and soils, or are used as materials of the arts, viz. the elements of rocks, and the rocks themselves, ores of the most useful metals, the varieties of coal and marble, and the

materials for manufacturing chrome yellow, epsom salts, copperas and other paints and salts, glass, china, &c., &c. These sets will be delivered by the Corresponding Secretary of the Pennsylvania Lyceum, to the order or request of any County Lyceum which is or may be formed, or to individuals who may wish to use them as an occasion or aid in organizing such societies. By these, and such specimens as may be collected by those who should meet on such occasions, *good beginnings* of county cabinets throughout the Union may be made, with provisions for aiding all the neighbouring schools and families, which may wish for these sources of practical and entertaining knowledge.

Donorships. The Board of Managers has made provision for donations to the State Lyceum, by directing tickets to be furnished to all persons who shall contribute for the use of the society, any sum not less than one dollar, annually. The names of the donors, unless otherwise requested, will be kept in the records, and published in the proceedings of the Lyceum, at least once a year, and possibly once in three months. The annual or quarterly journal of the progress and proceedings of the Lyceum will be sent to each donor, and a copy of this address furnished at the time the donation is made.

Minors, or persons under twenty-one years of age, will be recorded as juvenile donors, on their contributing, for the use of the Lyceum, fifty cents. This class of donors will also be furnished with tickets or certificates; and, as far as practicable, either individually or in some society capacity, with the annual or quarterly minutes, containing the names of all the donors, both minors and adults, and the progress of the institution in different parts of the state.

The money collected by donations or otherwise, will be appropriated to printing the proceedings and other necessary publications, to supporting lecturers, or agents, to travel into different parts of the state, and, if the amount should permit, to the promotion of Lyceum Seminaries.

Obstacles.

Apathy. The convention for organizing the Pennsylvania Lyceum was attended by three or four hundred persons, some of whom came from a distance of eighty or an hundred miles. The business of the meeting, though various, and in a great measure new to most present, was conducted, throughout, with great spirit and great harmony.

Within a few days after this convention was held, another

was called for the county of Chester, at which more than twenty townships were represented, and one or two thousand specimens of minerals, plants, drawings, needle-work, &c. deposited or exhibited. The officers and friends of this County Lyceum, have made provision for an elementary cabinet, both of minerals and plants, in every township, and for a small set of geological specimens, for every school in the county.

Similar provisions, under the same spirit, are made by the Bucks County Lyceum. One of the officers of this society, a practical and highly skilful farmer, devoted a whole week to the cause he has espoused; during which time he travelled with his carriage and horses, and several individuals in company, more than a hundred miles, to attend meetings on the subject, and in *visiting schools*, in different sections of the county. Many individuals, both ladies and gentlemen, attended the meetings referred to, many of which were held in the evenings, at a distance of ten or twelve miles. Two young men, from eighteen to twenty years of age, one a teacher, and the other a farmer of great industry and energy, travelled on foot, in the evening, to attend a Lyceum or education meeting, six miles from their residence, and returned by the same conveyance, at the close of the exercises.

A young lady who attended the state education convention, on her return home, immediately commenced a family cabinet. In four or five weeks from that time, she, with the aid of her friends, collected and labelled nearly a thousand specimens of minerals, from which she furnished twenty or thirty schools with small collections, and exchanged with as many families. Some plants and other natural and artificial productions, compose a part of her cabinet.

Within six months past, not less than one hundred schools in Philadelphia have been furnished with cabinets of minerals and other specimens, collected principally by the pupils, many of whom, by contributions of money and books, have furnished their schools with some valuable articles of apparatus and libraries. In nearly every instance where schools are furnished with specimens by their pupils, they also provide private collections, for the satisfaction of their families and friends at home.

These, and numerous other facts of a similar character, would not seem to prove the entire apathy so frequently complained of, especially by those most severely afflicted by it. If the kind of apathy so well exhibited in Chester, Bucks, and several other counties in the state, had no greater obstacle than itself to contend with, every family in the Republic would soon be a place of intellectual and moral culture, and EVERY CHILD would be in a way to understand, both his rights and duties as a republican citizen, and his highest interests as destined to immortality.

Party Politics. Suppose that one half, a fourth, or even

one-tenth of the warmth of feeling, the energy of purpose, the systematized operations and persevering effort, were directed to intellectual and moral culture, which are enlisted in the cause of politics, and the one substituted for the other, would not our country be filled with schools, with intelligence and virtue? Would property and life be endangered by the highway robber and the midnight assassin? Would the peace of society be disturbed and law put at defiance by seditious riots and infuriate mobs? Should we hear of hordes of gamblers prowling about our cities, and entrapping the unsuspecting and the innocent, and fixing their talons upon them? Would parents have occasion to complain of theatres, as the gate of death to children who were the centre and the strength of their affections, their hopes, their prospects, their all? Would not young people select, of choice, other and far different places of resort? Would men need the force of law to restrain them from entering establishments of gamblers, especially those so unequal, so hopeless, so fatal, so destructive both of property and industry, as lottery offices? Should we have to lament that so many thousand years of time, so many millions of property, so much energy of feeling, so much productive industry, so much domestic comfort and happiness, were spent in litigation? Would our jails or court houses need to be so often opened to receive their inmates or their attendants? Would legislatures be called upon to enact laws to prevent the manufacturing or vending the liquid poison, which has literally laid waste some of the fairest portions of our country, and is now shipped, in whole cargoes, to the islands of the sea, and to the opposite portions of our globe, where it carries in its train an equal volume of death and the destruction of domestic peace and human happiness? Would the industrious and virtuous portions of the community be called upon for so much alms-giving, so many poor taxes, for erecting alms-houses and supporting their inmates, under broken constitutions, prostrated morals, and possibly reproving consciences, as the penalty of their ignorance, their dissipated habits, or their crimes? Would not the energy of enlightened minds and unyielding moral principle, in an intelligent, virtuous community, be a safer protection to property, life and happiness, than all the legal enactments, the courts, the jails, the penetentiaries, and the alms-houses, that ever have been, or ever can be provided by any country?

Is it not also evident, that when the physical, intellectual and moral energies of a community are employed in sustaining opposing candidates for office, that neither time nor strength, nor disposition will be left for securing a richer and surer heritage, than can possibly be provided by any office-holder, however high-minded or disinterested may be his motives, however pure and enlightened may be his patriotism? Must not the warmth

and efforts of opposing political parties present a difficult, if not an insurmountable obstacle, while they exist, to universal education?—not to that kind and degree of knowledge necessary for securing the success of candidates for office, but the institutions on which office and liberty are founded? Would it not be wise to divert at least a portion of the energies so abundantly and so vigorously bestowed to secure offices for the few, to the intellectual and moral culture of the many—to the intellectual and moral freedom of the whole?

Religious Controversy. Are not meekness, humility, forbearance towards those differing from us, love to enemies, and returning good for evil, prominent features in the Christian system? Is there reason to believe that these Christian graces are strengthened by the controversies which have for some time been in progress between those of different views on religious subjects? Do not these controversies, at least, present one of the strongest obstacles to the universal diffusion of knowledge of that liberal and elevated character, which all of every denomination would approve and admire?

The American Press circulates about three millions of newspapers weekly, equal to about one million of volumes of books, of three hundred pages each, or fifty-two millions of volumes annually:—in weight about six thousand tons.

If one-sixth of the matter circulated by these vehicles related to science, or any subject of useful knowledge, American citizens would be furnished with the means of intellectual and moral improvement, to the amount of half a million of newspapers weekly, or more than eight millions of octavo volumes annually.

In the present state of the American press, from a third to a half of the contents of newspapers is political matter; which amounts to, at least, one million of papers weekly, or to more than sixteen millions of volumes annually.

If party politics are an obstacle to general intelligence and sound morals, is there not too much reason to believe that the most powerful opponent to American education is the American press? Is there not reason to doubt whether the religious press, even, does not more to obstruct than to advance the universal diffusion of knowledge?

Let these questions be decided as they may, it must be evident to every one, that if statesmen, the religious community, and the press, could unite their energies in strengthening the bonds of our political union and the foundation of our republican institutions, which all acknowledge to be the intelligence and virtue of our citizens, they might render those bonds too strong to be broken by sectional jealousies—that foundation too broad and deep to be moved by political commotions or aspiring ambition.

Lyceum Seminaries.

Manual labour and self-supporting schools have always been a leading, and almost a fundamental object of the Lyceum system. Such schools are so entirely in the spirit of Lyceums in all their forms and operations, they would co-operate with them so harmoniously and vigorously, one would afford so much patronage and strength to the other, as to render *self-supporting schools* upon liberal and generous principles, a highly worthy object of the Pennsylvania Lyceum. There is probably no more favourable field for a general enterprize of that kind than Pennsylvania; and perhaps no agency by which such an enterprize could be undertaken with greater or more certain success, than that institution.

One Seminary of the kind might probably be put in operation as early as May or April of next season. If the first institution should be under the special and immediate patronage and direction of some County Lyceum, which is or may be formed, it might receive aid from the Board of Managers of the State Society, and directly or indirectly from other county societies; and eventually every county Lyceum in the state might have in its connection, a Lyceum Seminary, or a school for farmers and mechanics, and for all others who wished for the most practical and most dignified system of training, which it is possible for human beings to receive. It is a fact fully proved, both by experience and common sense, that when *self-education, self-elevation* and *self-support* are the moving springs and foundation work for erecting character, not only the body, but the intellect and heart must each by itself act and rise more vigorously and more rapidly, and together form a stronger and better man—give a sounder mind in a sounder body, than can possibly be produced in institutions which recognize only the intellect as a subject of education. The latter plan can at most produce but the third of a man, and not often that; while the former aims at least, at the strength and elevation of the whole man—a being composed of body, mind, and soul—the last, neglected, abused part, being the highest, best, and almost the whole of the character which really answers the designs intended by God for man.

A Lyceum Seminary of the most practical character, and upon the most liberal and generous plan, would be a seminary for teachers, a manufactory of apparatus, and a school for the education of children.

Under the present state of public sentiment, touching the respectability and the reward of the profession of teaching, there is much reason to doubt, whether a Teachers' Seminary can be sustained upon any other ground, than that of manual labour and self support. Under any state of public sentiment, and under

any circumstances, that is, and always must be the best and only rational, moral ground, on which a teacher can be qualified for his profession, and his whole profession—for training beings in full possession, and having full control of a strong body, intellect and soul, aiding, animating, and invigorating each other, the whole striving together in imitating and praising their Creator.

The manufacturing of apparatus for illustrating the various principles of science, forming the *tools of knowledge*, constructing instruments for geometry, arithmetic, geography, chemistry, astronomy, &c. &c. would furnish, of course, the most appropriate of all exercises for an institution whose prominent feature was the union of physical, intellectual and moral culture. Such an establishment would, of all others, afford the greatest facilities for devising and constructing apparatus, the most complete in form, the most various in design, and the least in expense.

The teacher or the pupil, who should learn, not only to use, but to construct his tools, his geometrical solids, his globes, his mechanical powers, his air pumps, his orreries, his telescopes, and innumerable other instruments of knowledge, must of course be more completely master of the sciences which they illustrate, and especially the business of teaching others, than one who depends, in part even, upon the efforts of others for his success. A self-supporting school then, embracing the manufactory of *intellectual tools* as the productive, sustaining exercise, must be peculiarly appropriate as a Seminary for Teachers.

As a school for children, a Lyceum Seminary, or an institution founded on the principle of *self-support*, and of course opening wide its doors to every plain farmer's son, and every poor mechanic's daughter, may confer upon its pupils a power and a character which money cannot purchase—the power of educating and sustaining themselves—the character of a sound mind in a sound body; a vigorous frame, an enlightened mind, and an elevated, heavenly soul.

If practical demonstration is called for, to prove the soundness of these views, scores of individuals, who have been the brightest ornaments of their kind, and the greatest blessing to the human family, might be named, who have acquired their characters and scattered their blessings, under the invigorating and ennobling influence of self education and self elevation, and that too, under circumstances truly difficult and discouraging, compared with the facilities which would be afforded in a well organized Seminary, upon the principle and in connection with the system of Lyceums.

Itinerating Teachers.

Argument is not necessary to prove, that good instruction one day in a week is better than bad instruction six days. It is also evident, that in a large portion of our country, through a great portion of the west and south, the population is too sparse to sustain good daily schools. In many places it is difficult, if not impracticable, to bring *every child* within a course of daily instruction of any kind. The importance, and even necessity of weekly, semi-weekly, semi-monthly, or some other kind of circuit schools, are evident.

If any doubt the immense power and most important results of a system of weekly instruction, they may be referred to Sabbath schools, to singing schools, to lectures of various kinds, for settling the question. It may even be doubted, whether, in connection with proper arrangements and facilities for family education, courses of weekly instruction in schools, would not form a better system of education, than is now in operation in any part of our country. That weekly lectures, and other instruction, whether with or without the ordinary school arrangements, would produce great and important results, cannot be doubted by any one.

The only difficulty now existing in the case, is the want of teachers. Lyceum Seminaries would be the best means for removing that difficulty. Until they are more numerous, other teachers' seminaries, academies and colleges, must be looked to, for preparing teachers for this specific object. When prepared, and furnished with all the qualifications necessary for the office of Lyceum Professors, or itinerating teachers, they will find situations for pleasanter and more profitable employment, and for greater usefulness—even if the number should be five hundred or a thousand, within three months—than often falls to the lot of those who adopt this arduous, responsible, but starving profession, of rearing up character—of cultivating body, mind, and soul.

Itinerating Libraries.

Nearly the whole of the four or five thousand social or public libraries, which have been formed in the United States, since its settlement, have had an ephemeral existence. Three or six months have measured the active existence of a great portion of them; very few have lived for two years. One cause has

put an end to the existence of nearly all, viz: the loss of that interest and spirit which brought them into being.

But suppose a library be connected with a County Lyceum, to be apportioned among township branches, according to the sums they severally contribute; that at each quarterly meeting of the county society, all the books are returned, and a new distribution made. The result would be, that every Township Lyceum would have a new library every three months, and of course the interest as often renewed. It would afford more than the advantages of four new libraries a year; it would produce a generous and active sympathy between the different societies, no less than the members of each, in the use of their books. The operation would also be found to be simple, though, at the first glance, it might appear complicated. It is perhaps at least worthy of experiment by some County Lyceums, if not many, which are now springing up in Pennsylvania.

Facts.

Lyceums composed of farmers, mechanics, and other practical men, have generally been better sustained than those which have depended upon a few individuals of literary pursuits, for their support.

School Lyceums have seldom, if ever failed; those of adults, sometimes.

Pay members are always more profited and more interested, than those whose attendance is gratuitous.

The success of Lyceums is to be attributed, in a great measure, to the attendance and influence of ladies; who, in all cases, are invited to become members, not visiters merely.

Libraries and Lyceums afford great strength to each other; the former seldom lives long without the latter.

Lectures, discussions, essays, reading pieces selected for the purpose, contributing, describing and *exchanging* minerals, plants, &c., are all important, if not necessary, for the greatest success of Lyceums.

Children attending Lyceums are uniformly more interested in their schools, than those who do not.

In several instances, children who have had their choice to join a Lyceum or dancing school, have preferred the former.

School cabinets collected by the pupils, attach them to the school and to their studies, and keep them from mischief and vice.

Quarterly conventions of Lyceums have never failed of being highly interesting, when attended by schools in the vicinity,

bringing with them specimens of nature and their own improvement.

The most successful mode of supplying schools with apparatus and libraries, is by the contribution of the pupils; as, in such cases, they never fail to be deeply interested, and of course more profited.

One cent a week, contributed by each of all persons in Pennsylvania, between the ages of five and twenty-one, would amount to two hundred and fifty thousand dollars, annually.

One dollar a year, contributed by each of one-half of the citizens in this state, would provide and support a Lyceum Seminary in each of the fifty-two counties, and provide instruction for EVERY CHILD in Pennsylvania.

If a County Lyceum should be established in each of the eleven hundred counties in our Union, and a Lyceum Seminary be connected with each County Society, EVERY CHILD in the Republic might be qualified to fulfil the duties and enjoy the rights of a republican citizen.

JOSIAH HOLBROOK,
WILLIAM DARLINGTON,
SIMEON SIEGFRIED,
JOHN SIMMONS,
E. F. BLECK,
} Committee.

CONSTITUTION

OF A

COUNTY LYCEUM.

ARTICLE 1. This association shall be called the ——— County Lyceum, and auxiliary to the Pennsylvania Lyceum.

ART. 2. The objects of the Lyceum shall be the mutual improvement of its members, and the general diffusion of knowledge throughout the county, and other parts of the state and country.

ART. 3. Any person may be a member of the Lyceum, by giving his or her name as such, and paying one dollar on entrance, and twenty-five cents quarterly afterwards. Persons under eighteen years of age may be members, except the right to vote on the financial and economical business, for one half the sums above named. Any Township or local Lyceum in the county, may send three delegates, who shall in all respects be members, without the payment of any fee for the same.

ART. 4. The money paid as proposed in the last article, shall be appropriated to books, apparatus, lecturers, or other instructors, to visit different sections of the county, or to such other objects for the benefit of the members or general education, as may be thought expedient by the society.

ART. 5. The officers of the society shall be a President, Vice-President, a Recording and a Corresponding Secretary, a Treasurer, and five Curators; to be appointed by ballot, on the fourth Wednesday of September annually.

ART. 6. The Curators shall be the Executive Committee and General Agents of the Lyceum; the other officers will perform the duties usually implied in their respective offices: the whole shall constitute a BOARD OF MANAGERS for the Lyceum.

ART. 7. It shall be the immediate duty of the Curators, aided by the other officers, and the members, to ascertain the number of children in the county, and the proportion that attend school—the number of schools, lyceums, and other literary institutions, with the plan, facilities and wants of each; and as far as practicable to aid in furnishing all with collections of plants, minerals, and all other specimens of nature and art,—with apparatus, libraries, lectures, &c. &c., according to the wishes of each, and the means they severally furnish for procuring the same.

ART. 8. The Lyceum will hold quarterly meetings, viz: on the fourth Wednesdays of September, December, March and June, for the purpose of receiving reports, depositing and exchanging specimens of nature and art, for hearing lectures, addresses and discussions, adopting plans for co-operation, and for such other business as may be found necessary. Special meetings may be held any time when called by the Managers, in accordance with the By-Laws.

ART. 9. The particular management of the meetings, library, apparatus, specimens, &c., shall be regulated by such By-Laws, as the Lyceum may from time to time adopt.

ART. 10. This Constitution may be altered or amended by a vote of two-thirds of the members present at any regular meeting of the Lyceum.

TOWNSHIP LYCEUMS.

ARTICLE 1. This association shall be called the ——— Lyceum.

ART. 2. The objects of the Lyceum shall be the mutual improvement of its members, and, by co-operating with the County Lyceum and its various branches, the general diffusion of useful knowledge through our community, and through the country and world.

ART. 3. Any person may be a member of the Lyceum, by giving his or her name as such, and paying into the treasury two dollars annually; minors may be members for one dollar annually, except the right of voting on questions of property or finance.

ART. 4. The money paid, as proposed in the last article, shall be appropriated to books, apparatus, instruction, and such other means for promoting the objects of the Lyceum, as may be thought expedient.

ART. 5. The officers of the Lyceum shall be a President, two Vice-Presidents, a Treasurer, a Recording and a Corresponding Secretary, and five Curators, to be appointed by ballot, on the second Tuesday of September, annually.

ART. 6. The Curators shall be the Executive Committee and General Agents of the Lyceum. The other officers shall perform the duties usually implied in their respective offices. The whole shall constitute a Board of Managers for the Lyceum.

ART. 7. The Lyceum will hold weekly meetings for reading, discussion, lectures, contributing or exhibiting, or exchanging, specimens, and for such other exercises as may be provided by the Managers. Special meetings may be held at any time when the Managers shall call them, in accordance with the By-Laws.

ART. 8. The particular management of the meetings, library, apparatus, specimens, &c., shall be regulated by the By-Laws, which the Society shall from time to time adopt.

ART. 9. This Constitution may be altered or amended by a vote of two-thirds of the members present, at any legal meeting,—said alteration or amendment having been proposed as a meeting previous.

SCHOOL LYCEUMS.

ARTICLE 1. This association shall be called the ——— School Lyceum.

ART. 2. The objects of the Lyceum shall be the mutual improvement of its members, and, co-operating with similar societies, in the general diffusion of useful knowledge and sound morals throughout our country and the world.

ART. 3. Any person may be a member of this Lyceum by paying one dime on entrance, and a half dime monthly, or one cent weekly, afterwards.

ART. 4. The money paid, as proposed in the last article, shall be appropriated to books, apparatus, and other purposes, to promote the objects of the Lyceum.

ART. 5. The officers of the Lyceum shall be a President, Vice-President, Treasurer, Recording and Corresponding Secretaries, and three Curators, to be appointed by ballot, once in three months, viz: on the first Tuesdays of September, December, March, and June. The officers shall severally perform such duties as their respective offices imply in other Lyceums, the whole constituting a board of managers. Our Teacher shall be the honorary President of the Lyceum, to preside at its meetings as he may find it convenient.

ART. 6. It shall be the particular and immediate object of the officers and members of this Lyceum, to institute a correspondence and exchange of specimens in nature and art, especially of juvenile improvement, such as penmanship, drawing, mechanism, needle-work, &c. &c, with similar societies in various and distant parts of our country.

ART. 7. The Lyceum will hold regular meetings once a week, at such times and places as may be provided by the Managers, for reading, declaiming, debating, collecting and exchanging specimens, and such other exercises as may be selected.

ART. 8. This Constitution may be altered or amended at any regular meeting of the Lyceum, said alteration or amendment having been proposed at a previous meeting.

AGENTS.

JOSIAH HOLBROOK, of Boston, and J. D. RUPP, of Cumberland co., Pennsylvania, will visit various parts of the state, with as much promptness as possible, in behalf of the Pennsylvania Lyceum. In accordance with the resolutions of the Society, at the meeting of its organization, and the directions of the Board of Managers, they will make Education the general, and Natural History, especially Geology, a specific object of their efforts. To effect this object, they will render all the aid in their power to promote the formation of *School and Family Cabinets;* and would invite the attention of the citizens of the state to the collecting of specimens, especially for the purpose of depositing or exchanging, at the meetings they may attend, which will be duly notified.

Practical Geometry, as an elementary branch of education, and particularly fitted to the pursuits of Farmers and Mechanics, will be presented to the consideration of the meetings which may be attended by the Agents; who will illustrate its uses, and explain the modes of teaching it, best fitted to the practical pursuits of life, and its connection with arithmetic, penmanship, and nearly all the natural and physical sciences.

As the great object of the Lyceum, and of course of the Agents employed by it, is to promote a co-operation among the *Educators*, and all the friends of Education in the state, the success of their efforts will depend upon the reciprocating efforts of the citizens of those portions of the state to which they may be able to extend their visits, which reciprocation is most cordially invited.

NOTE.—Letters for the Lyceum may be directed to JOHN SIMMONS, the Corresponding Secretary. Boxes of minerals and other specimens, may be directed to the Secretary, care of Dr. J. M. KEAGY, South Fourth, opposite Library Street, Philadelphia.

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TITLE